

Chapter IV

The Setting

4.1 Introduction

Before presenting the analytics and its interpretation, it is pertinent to understand the context of the study. While in the conceptual framework, I have discussed in length elementary education in Rajasthan and Jaipur from the policy perspective, it is equally important to understand its sociocultural positioning, educational background, and ideological patterns.

The study was conducted in an elementary school in the Jaipur city of Jaipur district. Thus, the upcoming sections will elaborate on the state, district, and the school.

4.2 Rajasthan

The state of Rajasthan as shown in Figure 3 is the largest state in terms of area in India. It is located at $23^{\circ} 3'$ to $30^{\circ} 12'$ North latitude and $69^{\circ} 30'$ to $78^{\circ} 17'$ East longitude. The Tropic of Cancer crosses the state at its southern tip. As it covers 342239 square kilometers, it shares its boundaries with Pakistan in the northwest. It is bordered by five states in India namely- Punjab to the north, Haryana, and Uttar Pradesh to the northeast, Madhya Pradesh to the South, and Gujarat to the southwest. Topographically, Rajasthan presents a sharp contrast with the Thar desert in its northwest and a chain of Arawali Mountains on the other side of the state.



Figure 3. Political Map of Rajasthan (Census 2011)

4.2.1 Present Context of Rajasthan

According to the Census 2011, there were 33 districts, 244 tehsils, 185 towns, and 44672 villages in the state of Rajasthan. On 17th March 2023, the Government of Rajasthan reorganized the state of Rajasthan, leading to a further breakdown of the state to 50 districts. The population of the state as per the Census 2011, stood at 685648437 with 35550997 males and 32997440 females. The population percentage of Scheduled Caste (SC) and Scheduled Tribe (ST) in the state is 17.8% and 13.5% respectively.

4.2.2 Socio-Linguistic Profile of Rajasthan

According to the Linguistic Survey 2011, Rajasthan was divided into small princely states that were known by different monikers. The northern region was known as *Jangal*, eastern as *Matsya*, southern as *Medpaat*, *Wagad*, *Pragvat*, *Malaw*, and *Gurjaratra*, western as *Maru*, *Mad*, *Vall*, and *Travani*, south-eastern as *Sivi* and central as *Arbud* and *Sapadalaksa*. The name *Raethana* was first used as a reference to the Rajasthan in 1887 by a British officer, Colonel James Todd in his book “Annals and Antiquities of Rajasthan”. Until the integration, it was known as Rajputana as it had many princely states. The integration of these princely states culminated through seven stages, with the last one on 1st November 1956.

According to Maheshwari (1980), earlier attempts involved using Rajasthani as an umbrella language for all the dialects spoken in the state. He further added that the Rajasthani language has five offshoots, namely, Marwari-Mewari, Jaipuri-Harauti, Mewati-Ahirwati, Malvi, and Bhili or Bagadi depending on the region where it is spoken. For instance, in the Shekhawati region of Jaipur, Marwari-Mewari is spoken, at the same time in other regions within and around Jaipur such as Tonk, Dausa, Jaipuri, and Harauti is spoken as a popular speech. Jaipuri language is a Devanagari script and does not find its place in education as a medium of instruction nor as a language of administration. This language is said to be a mix of Hindi and Marwari words, which is spoken in everyday conversation between a non-Marwari speaker and a Marwari speaker.

4.3 Jaipur District

As per Census 2011, Jaipur district of Rajasthan as shown in Figure 4, is situated between 26^o 23' & 27^o 51' North latitude and 74^o 55' & 76^o 50' East longitude sharing its border with districts of Sikar in the north, Tonk in the south, Ajmer and Nagaur in

the west and lastly Alwar, and Dausa in the east. It shares its border with Haryana in the north. The district stood at 9th position in terms of area which was about 3.26% of the total area of the state. According to the 2011 Census, Jaipur city of Jaipur district is the 10th most populous city in the country.

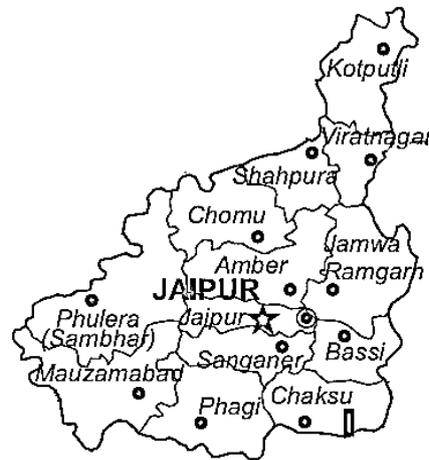


Figure 4. Jaipur District (Census 2011)

When the former Jaipur State was merged into the State of Rajasthan it was split up for administrative purposes into four districts i.e., Jaipur, Sawai Madhopur, Sikar, and Jhunjhunu. In 1991, the Dausa district was carved from the Jaipur district. In 2023, Jaipur district was further divided into 4 districts- Jaipur North, Jaipur South, Dudu, and Phalodi.

4.3.1 History of Jaipur

Around the twelfth century, Amer was seized by one of the descendants of Dhula Rai of Dausa, from Mina chief of the Susawat clan, hence the region was known as 'Dhundhar'. In the fourteenth century, the region presently called 'Shekhawati' came into the possession of the Kachhwahas.

The city of Jaipur was founded by a Kachhwaha Rajput, Maharaja Sawai Jai Singh II in 1727 AD. The city was planned by Brahmin Architect Vidyadhar Bhattacharya as per the rules laid down in the *Vastu Shastra* and *Shilpa Shastra*. Thus, Jaipur city is laid according to the conventional nine-grid pattern that the astrologers believed to be auspicious and recommended in the ancient Indian treatises on architecture.

As per the signed accords, the Britishers appointed political 'agents' in big princely states to establish order and peace in the region of Rajputana. The administration was

reformed and modernized on the lines found useful in the adjoining British provinces. The Maharaja of Jaipur, during that time, continued to enjoy State patronage as they had followed the advice of the British. All the rulers in the States right from Maharaja Ram Singh (1851-1880), Maharaja Madho Singh-II (1880-1922) up to Maharaja Man Singh-II (1922-1947) had echoed the voices of the British rulers, leading to peace and prosperity in the region.

After the Independence, with the formation of the State of Rajasthan in 1956, Jaipur was declared the capital, and Maharaja Sawai Man Singh-II of Jaipur became the *Rajpramukh* of the state.

4.3.2 Administrative System

As per the Census 2011, for administration and development, the Jaipur district was divided into thirteen sub-divisions and thirteen tehsils. The district had eleven statutory towns and eight census towns. Jaipur City is the capital of the State and the Divisional Commissioner Head Quarters. The District Collector also performs the duties of the District Magistrate. The thirteen tehsils are headed by a Tehsildar who is responsible for maintaining the land revenue matters in their respective tehsils. The district also has thirteen Panchayat Samitis and 479 Gram Panchayats. Each of these Panchayat Samitis is controlled by a Block Development Officer (BDO).

4.3.3 Demographic Structure

The population of Jaipur district as per Census 2001 was 9.2% of the total population of Jaipur state. Out of which, 47.2% were females and 52.7% were males. The population density of Jaipur district was 471 as opposed to 165 in the state.

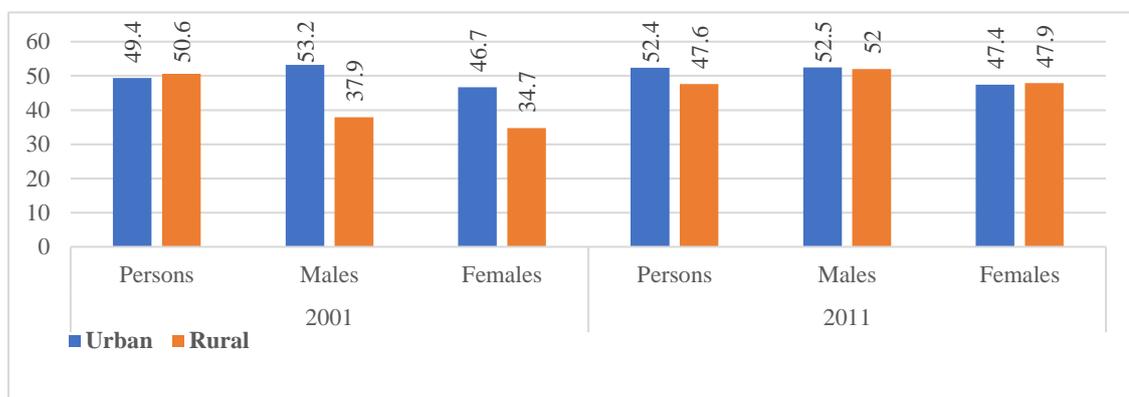


Figure 5. Share of Urban-Rural population in Jaipur District (in percentage) as in Census 2001 and Census 2011

From Figure 5, we can see that the urban population of Jaipur district was 49.4%, with 46.7% females and 53.2% males. On the other hand, the rural population of the district was 50.6%, of which 37.9% were males and 34.7% were females. As stated in the Census 2011, the district is the most populous district of the state with the overall population being 9.6%; of which 52.3% are males and 47.5% are females.

Thus, it retained its position of being one of the most densely populated districts of the state with 595 persons per sq. km in comparison with the state (200 persons per sq. km). The district also has 52.40% population residing in urban areas as compared to the rural percentage of 47.6%. While it is important to note that the district's decadal (2001-2011) increase in urban population is 2.94%, the tehsils of Jaipur (1.06%), Phulera (1.03%), Viratnagar (0.45%) and Chaksu (0.35%) has seen a decline in decadal (2001-2011) urban population.

According to Rathore and Saxena (1987), caste and region play an important role in the state of Rajasthan. It is a dynamic, yet consistent and articulatory factor that is tacitly accepted in the socio-cultural-politico fabric of the state. Figure 6 shows a comparison between the SC and ST populations in Jaipur district as per Census 2001 and 2011.

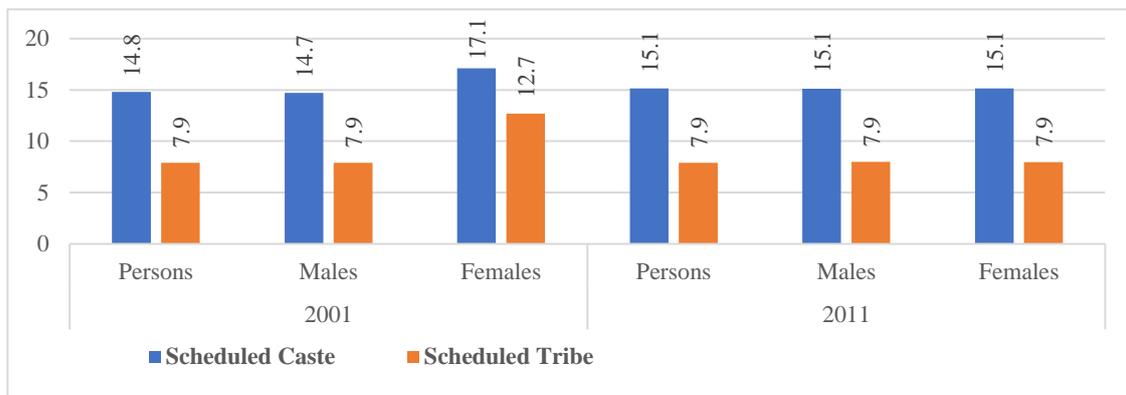


Figure 6. Scheduled Caste and Scheduled Tribe in Jaipur District (in percentage) as in Census 2001 and Census 2011

In 2001, the SC and ST were 14.8% and 7.9% of the total population of the district. In the Census 2011, SC and ST formed 15.1% and 7.9% respectively in the total population of the district. From 2001- 2011, the Ministry of Social Justice recognised 59 communities as SC and 12 tribal communities as ST in Jaipur district. Thus, from Figure 6, we can observe an increase in the decadal population percentage of Scheduled Caste and Scheduled Tribe, which were 0.3% and 0.1% respectively. The Census 2011 also

reported that as compared to the state’s population percentage of SC (17.83%) and ST (13.48%), the population percentage of Scheduled Caste and Scheduled Tribe in Jaipur district is lower.

In addition to this, the sex ratio of Jaipur district as shown in figure 7, as per Census 2001 and 2011 was 897 (state-921) and 910 (state-928) respectively. Furthermore, in 2001 the sex ratio of rural areas (914) was higher than the urban areas (880) of Jaipur district; in 2011, this was 920 in rural areas and 902 in urban areas of Jaipur district.

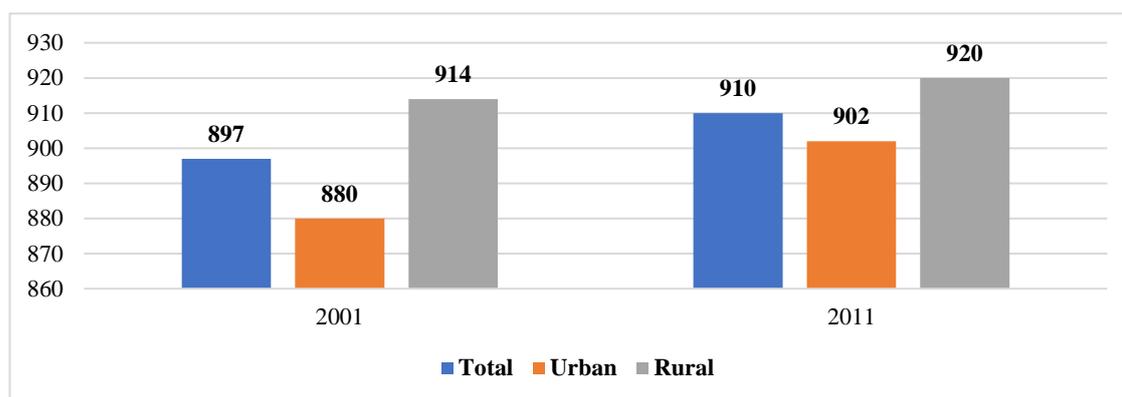


Figure 7. Sex Ratio in Jaipur District from 2001-2011 as in Census 2001 and Census 2011

4.3.4 Occupational System

The economy of the nation depends on the individuals who are participating in any form of economic activity. When individuals participate in economically driven physical or mental activity irrespective of compensation, wage, or profit is known as ‘work’ as per the Census India. Furthermore, this work could be part-time help, unpaid work at a farm or family business, or in any other economic activity. Therefore, it can be extrapolated to the supervision and direction of work. Thus, any individual who participates in such activities within a reference time (less than three months, between three to six months, and more than six months) is defined as a ‘Worker’ as per the Census of India. On the contrary, when an individual is not participating in any economic activities for an entire year is deemed as a ‘Non-Worker’.

Figure 8 comprehensively presents a graphical representation of the occupational structure of Jaipur district as per Census 2001 and 2011. In Census 2001, there were 35.5% of Total Workers and 64.5% of Non-Workers in the Jaipur district. The total

workers were 47.4% male and 22.3% female; whereas, there were 52.6% male and 77.7% female non-workers. The Census 2011 reported 37.20% Total Workers and 62.80% Non-Workers in Jaipur district. Of these 37.2% total workers, there were 49.44% males and 23.75% females; on the other hand, there were 50.56% male and 76.25% female non-workers in the Jaipur district.

Therefore, the work participation rate in Jaipur district according to Census 2001 was 35.5% of which 47.4% was the male work participation rate and 22.3% was the female work participation rate. Thus, the gender gap between the two sections of the workers was 25.1%. In addition to this, Census 2011 reported that the work participation rate of the Jaipur district was 37.2%. The male and female work participation rate was 49.4% and 23.7% respectively. Thus, the gender gap in 2011 for the work participation rate was 25.7%. The reduced participation of women could be due to many reasons such as the unavailability of quality jobs for educated females as per Singh and Kapoor (2022); excessive dependence on women as agricultural labourers in the view of Singariya and Shekhawat (2015); and making the eldest female responsible to take care of their younger brothers and sisters as observed by Singariya and Shekhawat (2015) and later by Singh and Kapoor (2022).

The District Handbook of Census says that an individual who has worked for more than six months is termed a 'Main Worker'. In 2001, there were 30.2% Main workers in Jaipur district. Out of these, 43.8% were male and 14.9% were female. Whereas the Census 2011 reported 31.09% main workers in the district. Out of the total percentage of main workers, 45.10% were male and 15.70% were female. Thus, a positive decadal variation of 0.89% was observed among the total number of main workers.

Another group of workers involves 'Marginal worker' who have not been engaged in any form of economic activity for more than six months but not less than three months. As per the Census 2001, 5.3% were marginal workers in Jaipur district. Out of these, the male marginal workers were 3.5% and the percentage of females was 7.3%. This was increased to 6.11% of individuals working as Marginal workers in the district of Jaipur as per Census 2011. Out of these, there were 4.34% male and 8.05% female marginal workers. Therefore, an overall positive decadal variation of 0.81% among marginal workers was observed.

Census India identifies a ‘Cultivator’ as an individual who is engaged in cultivation (ploughing, sowing, harvesting, and production) of cereals, millets, pulses, vegetables, fruits, and others excluding plantation crops in their own land, or from government or private individuals or institutions in exchange for money. In 2001, there were 36.5% cultivators in Jaipur district. There were 26.7% male and 59.6% female cultivators. As compared to this, the Census 2011 reported that the district had 30.2% cultivators in the district. There were 22.23% male and 48.42% female cultivators. The decadal variation from 2001-2011 showed a decline of 5.9%, Jodha (2001) and Thingalaya (2013) viewed this as the pauperisation of farmers, and emphasis on growing plantation crops rather than crops and millet and Singh et al. (2013) viewed this due to shifting from rural areas to urban areas.

In Census 2011, the district of Jaipur had 5.3% agricultural labourers as compared to 2001 Census data of 4.5% agricultural labourers. In 2001, there were 2.5% males and 9.1% females. On the other hand, in 2011, there were 3.39% male and 9.78% female agricultural labourers. The Census India defined ‘Agricultural Labourers’ as individuals who do not own land and are dependent on wages by working on someone else’s land. A positive decadal variation of 0.8% was observed among Agricultural Labourers.

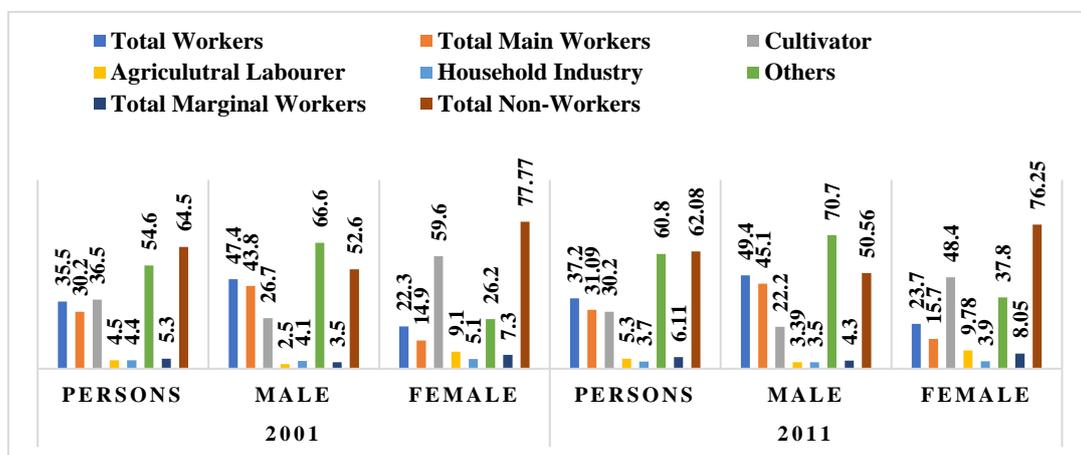


Figure 8. Occupational Structure (in percentage) as in Census 2001 and Census 2011

Household industries, as per Census India, are the ones that involve one or more members of the household in an urban or within a village in rural areas. In Jaipur district as per Census 2011, there were 3.7% household industry workers in the district, of which 3.59% were males and 3.93% were females. Whereas in 2001, as per the Census report

of 2001, this was 4.4%, where males were 4.1% and females were 5.1%. The decadal variation was found to be positive and was 0.7% from 2001-2011.

The Census India identified individuals who were neither cultivators, agricultural labourers, or workers in household industries, but were government servants, teachers, plantation workers, and many as ‘Other Worker’. The 2001 Census reported that the district had 54.6% as Other Workers. There were 66.6% male and 26.2% female other workers. According to Census 2011, the district of Jaipur is highly dependent on ‘Other Workers’ as they form 60.8% of the workforce in the district. Of this, there were 70.79% males and 37.87% females. The decadal variation showed a 6.2% increase in the share of ‘Other Workers’. Thus, it can be concurred that between 2001-2011 the dependence of the economy of the Jaipur district on “other workers” increased.

4.3.5 Educational Profile

Education is an important agent that positively aids social mobility. An individual above age 7 who can read, write, and understand is identified as ‘literate’ as per the census. A literate person has the potential to develop human capital, thus contributing to the economic development of the country. A person’s literacy can not only affect itself but also the quality of life, health care, and education of children. Therefore, to get a glimpse of a country’s progress, an insight into the literacy rate becomes a crucial exercise. Therefore, the literacy rate is defined as “the percentage of literates in the age group seven years and above.

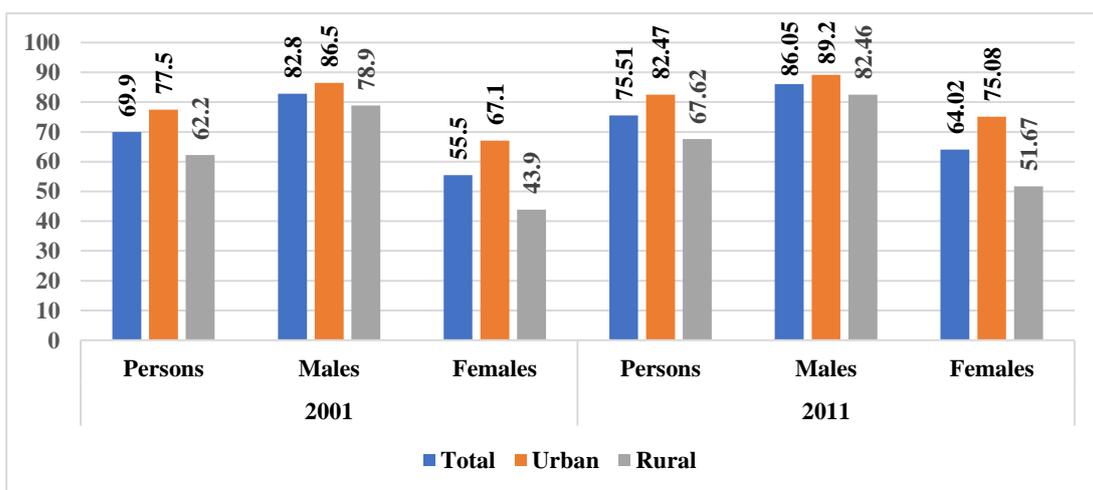


Figure 9. Literacy rate in Jaipur District as in Census 2001 and Census 2011

The Jaipur district's literacy rate from 69.9% in 2001 to 75.5% in 2011. The district is ranked second among the other districts of the state. The male and female literacy was 86.1% and 64% respectively; higher than the state-level literacy of males (79.2%) and females (52.1%). Therefore, the total gender gap in the literacy rate of Jaipur district is 22.1% as compared to the gender gap in the literacy rate of Rajasthan (27.1%) and national (16.3%). From Figure 9, we can observe a difference between the rural and urban literacy rates in both males and females. One of the reasons according to Johnson-Lans and Kamdar (2005) and Yadav et al. (2021) for this could be that even though the district is well-connected, thereby, offering a chance for a better quality of life, the rural areas might have deep-seated beliefs about the role of women, poverty, and favouring sons over daughters.

The Economic Review 2022-23 of Rajasthan states that there were 35,963 Government Primary Schools (PS), 19,839 Government Upper Primary Schools (UPS), and 15,522 Government Secondary or Senior Secondary schools with elementary classes in the state.

According to the U-DISE + data presented in Table 1, in 2012-13, there were 8836 schools in Jaipur district. Out of these, 3929 were private unaided recognised schools. Out of this, 1557 were UPS schools that run classes 1 to 8 only. Thus, the overall share of the UPS in total schools was 17.62%. On the other hand, in 2021-22 there were 9159 schools in the Jaipur district.

Table No 1. School Composition of Private Unaided Recognised Schools and Upper Primary Schools (I- VIII) from 2012-13 to 2021-22 as in UDISE+

Year	Number of Schools	Number of Private Unaided Recognised Schools	UPS (I-VIII)
2012-13	8836	3929	1557
2013-14	9641	4522	1760
2014-15	8916	4709	1759
2015-16	9156	4910	1824
2016-17	8965	4906	1840
2017-18	8961	5040	1928
2018-19	9006	5056	1948
2019-20	9112	5145	1990
2020-21	9247	5215	2054
2021-22	9159	5125	2019

Out of these, 5125 schools were private unaided recognised schools in 2019 were UPS. Therefore, UPS formed 22.04% of the total school share of the district. Thus, it can be concurred that there has been a 4.42% growth in the number of Private Unaided Recognised UPS from 2012-13 to 2021-22. This is indicative of the government's intent to achieve the UEE by involving private stakeholders in education.

Additionally, the National Achievement Survey 2021-22 showed participation of private unaided recognised schools. It showed that while in class III, the achievement score of Jaipur district was lower than the state score, the achievement score of class V (59.2%) and class VIII (51.9%) at the district level was well above the state (class V-57.6% and class VIII- 50.5%).

Since this report came out after the COVID-19 pandemic hit the world, access to education from a technological point of view came to light. The UNICEF Report (2020) highlighted that only 1 out of 4 school children had access to digital classes. Furthermore, within the state of Rajasthan, nearly 70% of class VIII students reported by this report, did not have access to any digital device at home, thus putting a spotlight on the digital divide.

4.4 Recapitulating COVID-19 Pandemic

According to the World Health Organisation (WHO), COVID-19 is an infectious and ongoing disease, caused by the SARS-CoV-2 virus (https://www.who.int/health-topics/coronavirus#tab=tab_1). It affects the respiratory system causing mild to moderate illness. However, individuals having an underlying condition in the form of cardiovascular disease, diabetes, cancer, or chronic respiratory infection can develop serious sickness leading possibly to mortality.

The initial outbreaks of novel coronavirus (nCoV) were detected in Wuhan, China in December 2019. Soon, COVID-19 due to its global outbreak was declared as outbreak as a pandemic by the Public Health Emergency of International Concern (PHEIC) WHO on March 11, 2020. The spread of infection was across all the age groups through aerosols. Hence, an advisory was issued to counteract this at the country level.

In India, the first case was reported in January 2020 in Kerala. On 2nd March 2020, Rajasthan reported its first case of COVID-19 in the state capital, Jaipur. To limit the spread, Section 144 was immediately imposed throughout the state followed by the

closing of borders on 20th March 2020. On 25th March 2020, the lockdown of 21 days was announced. However, until the month of May 2020, the lockdown kept extending as the pandemic reached its zenith.

4.5 Overview of Impact of COVID-19 on Education

In between this health and social crisis, the education of children also emerged as a problem. According to the World Bank Report (2020) accessibility, enrolment, and retention in schools were a consistent problem that was intensified by the lockdowns imposed globally. The report highlighted that the problem caused due to the pandemic can be broadly divided into three themes- School closures, Economic crisis, and Long-run costs, presented in Figure 10.

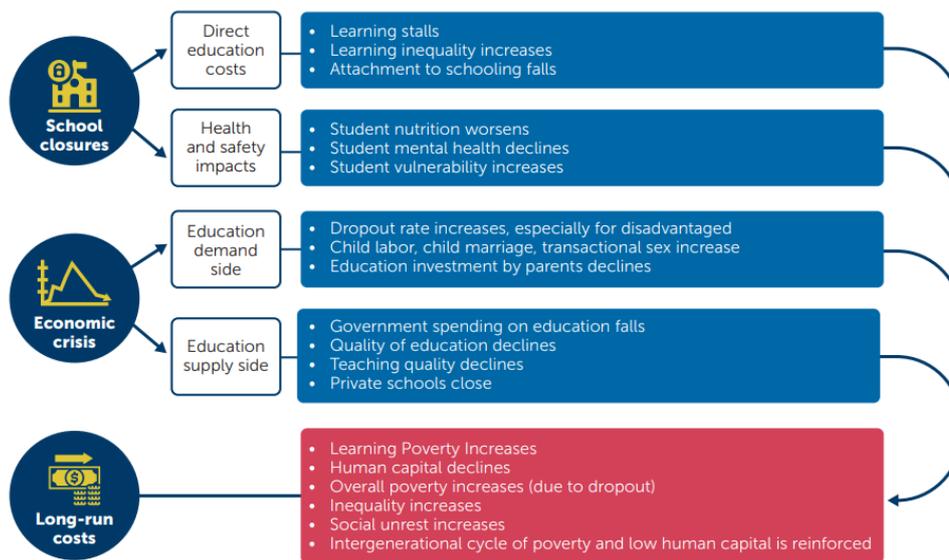


Figure 10. Impact of COVID-19 on school from different facets. Source: The COVID-19 pandemic: Shocks to Education and Policy Responses (2020), World Bank.

4.5.1 School Closures

Our education system was marred by the unpreparedness that was brought about by the pandemic. The policy enforcing social distancing norms even after the reopening of schools affected the students learning and social literacy leading to dropouts and increased inequality. According to Azevedo (2020), the pandemic has exacerbated global learning poverty to 63% from 53%. This was mainly due to the economic crisis, closure of schools, and ineffective mitigation of teaching-learning problems in the form of access to learning materials, classrooms, and other resources. The Organisation for Economic Coordination and Development (OECD) (2020) surveyed ninety-eight

countries and observed that the education system was falling short of supporting the emotional health of children during and after the pandemic.

The children, when they come to school develop an association in the form of a liking towards their schools. However, The World Bank Report (2020) opined that during the pandemic, the persistence to attend schools decreased which reduced the engagement between children and schools.

4.5.2 Economic Crisis

With the problem of mitigating the pandemic, the countries were forced to take a step back from the fulfilment of the Fourth Sustainable Development Goals (SDG) and put the health of their citizens as a priority. The countries were observed to decrease their investment in education as compared to previous years, leading to compromising of quality of schools in the guise of teaching quality, recruitment, and evaluation practices. With the families losing their jobs, the worldwide recession seemed palpable. The World Bank Report (2020) expressed this concern by citing instances from different countries including India where children dropped out to support their families by engaging in labour, girls were forced to marry, thus increasing the incidences of child marriage.

According to the World Bank (2020), nearly 51% of children attend private schools in India. If one refers to Table no. 1 of sub-section 4.3.5, it concurs that nearly 55% of schools in the Jaipur district were privately recognised unaided schools. Thus, an onus of responsibility to provide education to children rests on the private stakeholders. In addition to this, it is to be noted that among the realm of private schools, there are schools that identified themselves as low-cost private schools that cater to the low socio-economic strata. With the pandemic, the number of privately recognised unaided schools declined as per U-DISE+ data presented under Table no. 1, which increased pressure on the government-sponsored or aided schools to absorb the dropouts of private schools that were forced to close due to the pandemic.

4.5.3 Long-run Costs

With the closing of schools, the digital divide has emerged as a new form of learning inequality. In April 2020, the Rajasthan government decided to promote students from class I to XII in the light of COVID-19 pandemic. This is one of the many instances that indicate exaggeration of learning gaps especially in areas of foundational literacy and

numbers, resulting in the loss of human capital, as concurred by OECD (2020). The countries were forced to compare the current situation with their past to determine a safe yet confident way to mitigate the learning outcome and school dropout crisis. With financial problems being a consistent problem in families, the rate of crimes by adolescents and youth as per the World Bank Report (2020) is evident to be rising. This is further fuelled by unemployment and social media activism. Hence, reinforcing in the form of an intergenerational transmission of poverty.

Based on the above deliberations on the context of education in the Jaipur district and the effect of the COVID-19 pandemic, comprehensive information about the case study school has been presented in the next section.

4.6 About the Case Study School: SFS School

This section of the setting presents a comprehensive overview of the case study school, SFS school. It is divided into six sub-sections namely, the history of the school, its catchment area, information about the parents, students, teachers, and the principal.

4.6.1 History of SFS School

The current study was conducted in SFS School, Jaipur. It was an Upper Primary Private Unaided Recognised School, affiliated to the Rajasthan Board of Secondary Education (RBSE). It was established in the year 2000 at a farmhouse in Maharana Pratap Nagar of Jaipur city. The school runs classes I to VIII along with the pre-school. When the school was established, there were nearly twenty teachers, seven to eight non-teaching staff, two-three office staff, and three hundred to three hundred fifty students. The farmhouse was a rented space and since the year of its establishment, the school has shifted nearly five to six times. During the study, the school shifted to Khirni Phatak and then to Hanuman Nagar Extension. This school was closer to the Chinkara Colony of the Military cantonment area, Vishwakarma Industrial Estate, and Khatipura Railway Station. The last location of the school was in Hanuman Nagar Extension, Khatipura, Jaipur, Rajasthan.

4.6.2 Catchment Area

The area of Maharana Pratap Nagar, Khirni Phatak, and Hanuman Nagar Extension falls on the outskirts of Jaipur city near the Kuchamann- Jobner highway. Demographically, the area of Khatipura is dominated by the Rajput community. Hence, the students from

Rajput families also attended SFS school. However, there were a few students of Nepal nationality, who were coming from nearby areas of Vaishali Nagar and Sirsi Road. There were other students who prior to COVID-19 were coming from the area known as Daher Ke Balaji. Due to COVID-19 lockdown, they shifted to other schools. The school being its shifting nature had to struggle to attract students. This was known as there were three schools with stable infrastructure within a 500-meter radius- Candle School, LBSSC, and My Happy Rites School.

4.6.3 Information About the Principal

The Principal of the school was the owner of the school. Her qualifications involved an MA in English and a B.Ed. She has teaching experience of nearly twenty-five years and has taught in Kendriya Vidyalayas, Sainik schools, and missionary schools. She was also a Rajput and came from a family of Air Force officers. She established the school in 2000 with the support of her husband.

As a principal of SFS school, her roles included managing the salaries of staff in the school and associated expenditures of the building, being responsible for uploading the data of students on the U-DISE+ database, issuing transfer certificates, representing the school at the District Education Office, Jaipur. Furthermore, she was also involved in teaching English from class II to class VIII.

4.6.4 Information about the Teachers

There were seventeen teachers before the COVID-19 lockdown in SFS school. However, after COVID-19, many teachers left. During the time of data collection, there were seven teachers in school after the lockdown. Of these six teachers, there was only one male teacher (T2) who taught the subjects of Hindi and Sanskrit from class VI to class VIII. Most of the teachers hailed from the Rajput community. There were two teachers who were from Uttar Pradesh. One of the teachers (T1), was responsible for teaching Hindi from class II to class V and environment science to classes III and IV. One of the teachers (T4) belonged to the Baniya community of Rajasthan. She was associated with the school since 2000 and therefore was involved in the teaching of any subject from nursery to class VIII. In one of her interviews, she revealed that she owned a primary school up to class V in Bassi, which she had to shut down due to personal reasons. This was corroborated by other teachers. During my visit, she was teaching

social science from class V to class VIII and mathematics from class VI to class VIII. All the teachers lived around 3-4 km from the school.

The teachers were either graduates or post-graduates in their subject, but all the teachers possessed a B.Ed. degree. Many teachers have been teaching in school for ten to fifteen years. There were two teachers who joined the school as Hindi and Art teachers (T6) and Science (T3) teachers in the year 2019. Two teachers T5 and T7 were responsible for teaching all subjects in the nursery to class I.

Apart from teaching, the teachers also performed duties such as maintaining records of the class, collecting fees, and issuing receipts, maintaining discipline, preparing, and issuing report cards, and organizing competitions and celebrations of festivals. Furthermore, the teachers played informal roles such as counseling the parents about the students and distributing school uniforms and books.

4.6.5 Information about the Students

Before the COVID-19 lockdown, there were nearly a hundred and fifty students, which dropped to ninety after the COVID-19 lockdown. Out of this, nearly thirty students of different classes would attend the classes in the offline mode. Most of these students were from the Rajput community, few students were of Nepal nationality. Most of the students were studying in the school since nursery or kindergarten.

4.6.6 Information about the Parents

The parents of the students who were studying in SFS school lived mostly in a joint family setup. There was a range of educational qualifications for both mother and father. In many cases, the educational qualification of the mother ranged from being a class V pass to postgraduates. Most of the mothers were housewives. Some of the mothers even worked in SFS school. On the other hand, there were fathers who were illiterate, but most of the fathers were graduates. They ranged from being a bus driver to owning a business. Since the parents were working in private jobs, the COVID-19 lockdown led to a loss of employment. Thus, many families left the city to stay in their respective villages until they were employed again.

4.7 Conclusion

The field setting presented a glimpse of primary education in Rajasthan, especially in the Jaipur district. Despite the high literacy rate of Jaipur district as compared to the

literacy rate of the state, the low female literacy, skewed female sex ratio, and low work participation rate of females paints a sorry picture that dulls the educational progress of the district. This was further exaggerated by the advent of the COVID-19 pandemic and its effect through lockdown. The schools have suffered in the form of closure, financial crisis, and a loss of human capital. Even though the government is trying to alleviate the problems, their actions such as mass promotions have created a learning gap among the students that will require special efforts to be bridged.

SFS school is a privately managed shifting school. Due to the absence of financial backing, the school has not been able to grow in terms of stabilising itself by having a permanent infrastructure. The COVID-19 pandemic has affected the workings of SFS school as well. In the upcoming chapter on *Analysis and Interpretation*, the information gathered from various sources, tools, and techniques has been analysed to coherently present the idea of social capital.